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ABSTRACT

The objectives of Ukrainian language study are to: (1) understand a native speaker speaking normally on a subject within the pupils' experience, (2) speak sufficiently well to make contact with a native, (3) read with understanding on a subject within the pupils' experience, and (4) write with relative ease on contemporary topics. Along with learning the language, the student is expected to acquire a knowledge of the country and Ukrainian cultural history and social structures. The teaching method should be a balance of the aural-oral concept and the classical grammar approach. The course should comprise the study of grammar and idioms (from texts and selected reading), reading, conversational practice, dictations, free composition and vocabulary study. Texts for Ukrainian 1 and 2 are listed, but any suitable text may be used for level 3. Subject matter and procedures for the three year-long courses are outlined, and supplementary activities are suggested. A bibliography of textbooks, dictionaries, and literature concludes the guide. (CHK)

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Guilderland Central High School

UKRAINIAN STUDY, 1-3

AN EXTERNAL EXPERIENCE

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Guilderland Central High School

Ukrainian Study 1-3

An External Experience

Guilderland Center, N.Y. 12085

This program is based on the curriculum developed by the Ukrainian Teachers' Committee - member of the Ontario Modern Languages Teachers' Association.

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THE PLACE OF FOREIGN LANGUAGES

General Aims

We live in a modern age of nuclear power and of intercontinental missiles. We live in a new world in which distances that separated nations have been almost obliterated by the tremendous advances in communication and transportation. We, Americans, have to cope with a new society of nations which is no longer based on political, economic and linguistic isolation.

The growing concern of Americans with their participation in world affairs, the increased awareness of the values of foreign language study in its cultural and practical aspects, and the technological developments which bring nations closer in time have aroused a general feeling in the public mind that more citizens should be able to communicate in a foreign language as a matter of national, as well as personal, interest.

Among the greatest responsibilities that face our schools today, the most important is that of preparing intelligent, fair-minded and public-spirited citizens skilled not only in technology, but also in the ideology of our democratic institutions and social sciences. Many of the young Americans of today firmly believe that modern languages, properly and adequately taught, have a unique contribution to make in this area.

OBJECTIVES OF THE UKRAINIAN LANGUAGE STUDY

In the study of the Ukrainian language, the main goal is the acquisition of a working language in which the student can understand and express himself clearly and effectively within the range of his

experiences and needs. This is language for communication. In order to accomplish this goal, the specific objectives are:

To understand a native speaker speaking at normal tempo on a subject within the range of pupils' experiences.

To speak sufficiently to make direct contact with a native on a subject within the range of pupils' experiences.

To read with direct understanding material on a general subject and on a subject within pupils' experiences.

To write with relative ease and facility on contemporary topics within the field of pupils' experiences.

Along with the progressive learning of the language, the student is expected to acquire well-grounded knowledge of the country and the cultural history of the Ukrainian nation, as well as the history of the Ukrainian migration to America; this should include community and church structures, and the Ukrainian contribution to the arts, sciences, education, business, etc. of our American society.

THE METHOD OF TEACHING UKRAINIAN

The teaching method for Ukrainian should be a well-balanced mixture of the modern aural-oral concept and the classical grammar approach.

It is suggested that the teacher present clearly the morphological structure of Ukrainian and support this by numerous oral and written pattern drills.

The reading texts should be used for the development of vocabulary, grammatical and syntactical usage, and cultural appreciation and enrichment.

COURSE OF STUDY OF UKRAINIAN

The course shall consist of a study of grammatical topics and idioms (from text-books and selected reading), reading, oral and conversational practice, dictations, the writing of free compositions and the study of vocabulary (mainly the vocabulary of the text-books used and in Ukrainian 3 of the prescribed authors' texts). The text-books recommended for use in Ukrainian 1 and Ukrainian 2 are listed in the course content. In Ukrainian 3, any suitable text-book may be used.

The reading prescriptions are as follows:

Ukrainian 1 (a) Intensive Reading: the material in the text-book.
(b) Extensive (outside) Reading: 50 pages.

Ukrainian 2 (a) Intensive Reading: 100 pages (10 pages should be poetry).
(b) Extensive (outside) Reading: 100 pages.

Ukrainian 3 (a) Intensive Reading: 160 pages.
(b) Extensive (outside) Reading: 150 pages.

Except for intensive reading in Ukrainian 3, any suitable reading material may be used, but in choosing books for use in Ukrainian 2, teachers should avoid those which have been previously prescribed for Ukrainian 3 since they may be used again.

Course Content for Ukrainian 1.

Texts: Ukrainian: conversational and grammatical, Level I, G. Durrvetz

Ukrainian Reader by Ewach and Yuzyk

The text Ukrainian: conversational and grammatical, Level I, contains 22 lessons of which 18 are studied in Ukrainian 1. The first nine consist of phonetic drills needed to teach the student the correct pronunciation of Ukrainian consonants and vowels and to provide practice in reading the Cyrillic alphabet. It is in lesson 10 that dialogues begin. In each lesson special emphasis placed on oral drill based on life-like situations in the form of dialogues and conversational exchanges. Grammatical concepts are treated in pattern drills although some grammatical explanations are also included. Students should make regular use of the language lab.

Students will read passages from the Ukrainian reader only after they have mastered sufficient Ukrainian.

September-December

A brief introduction to Ukrainian language study.

I - Phonetic drills. Lessons 1-9.

If tapes are available students should use the language lab at least once a week.

II- Basic dialogues.

If tapes are available students should use the language lab at least once a week.

Lesson 10 - Basic sentences and vocabulary relating to the classroom.

Lesson 11 - Idiomatic expressions used in daily conversation.

Lesson 12 - a. Conjugation of the verb ітu - to go

b. Counting one to ten.

c. The vocative of names.

d. Familiar vs. Formal Address.

e. Number and Gender of pronouns.

f. Number and Gender of adjectives expressing condition of state of being.

January-March

Lesson 13 - a. The verbs дивитися - to watch
and дивитися на - to look at

b. The difference between знати - to know (someone or something)
and уміти - to know how (to do something)

c. The verb грати with games

d. Conjugation of Ukrainian verbs

e. First conjugation of verbs in the present tense

f. Conjugation of the auxiliary verb to be - бути

g. Number of nouns

- Films and slides on various aspects of Ukrainian culture to be shown to supplement the course.

Lesson 14 - a. Basic sentences and vocabulary relating to the home

b. The locative singular of nouns

c. Nouns that take у/в/ or на in the locative case

d. The change of consonants in nouns ending in Г , К and Х

e. The preposition по followed by the locative

f. The second conjugation of verbs in the present tense

Lesson 15 - a. Basic sentences and vocabulary relating to hiking, food and clothing

b. The uses of the negative case

c. The genitive case of nouns

d. The genitive singular of possessives

e. Indeclinable nouns

f. The alteration of і to о or є

g. The genitive after negative expressions

h. The genitive singular of collectives

i. Hard and soft stem adjectives

j. Possessive adjectives formed from nouns or names

- A reading assignment of one Ukrainian novel in translation from the library.

April-June

Lesson 16 - a. Basic sentences and vocabulary relating to ordering food in a restaurant

b. The accusative case of nouns

c. The accusative case of adjectives and nouns

d. The accusative case of possessive pronouns

e. Prepositions that take the accusative case

f. The accusative case after verbs of motions

g. The accusative of time

h. Ordinal numbers

i. Expressing the time of day in hours

Lesson 17 - a. Basic sentences and vocabulary relating to a city

b. Formation of the past tense

c. Verbs of motion: and , also and

d. Writing a letter

Lesson 18 - a. Basic sentences and vocabulary relating to a summer camp

b. Dialogue relating to buying a gift

c. The genitive plural of nouns

d. The uses of the genitive case

1. To show possession

2. After a negative expression

3. After adverbs and nouns denoting quantity

4. After certain prepositions

5. Nouns following five or more

e. Counting in Ukrainian

f. Asking and quoting prices

g. The genitive accusative

h. Ukrainian verbs requiring the genitive case

Stories from the Ukrainian reader (50 pages) are to be read extensively

Course Content for Ukrainian 2.

Texts: Ukrainian: conversational and grammatical, Level I and II,
By George Duravetz

Zoloti Vorota (The Golden Gates), a reader for young Ukrainians compiled by Maria Ovcharenko. Published by the Order of St. Basil Toronto, Canada. 3rd revised edition, 1974.

Readings in Ukrainian Authors.
Part I compiled, prepared and adapted by V.O. Buyniak, Saskatoon, 1962.
Part II consists of a dictionary of difficult words found in the various texts.

The text used is a continuation of Ukrainian: conversational and grammatical, Level I used in Ukrainian I. In Ukrainian II chapters 19-28 are covered depending on the students' overall level of Ukrainian and the amount of work covered in Ukrainian I. Additional dialogues and reading materials may be taken from other texts and from various Ukrainian newspapers and magazines.

September-December

1. Review
   A brief review of the salient points of Ukrainian speech and grammar covered in Ukrainian I.
2. Grammar
   Lesson 19 - a. Basic sentences and vocabulary relating to a car and a service station
   b. Dialogue relating to Ukrainian culture in America
   c. The locative case of nouns

d. The locative singular and plural case of hard and soft stem adjectives

e. The demonstrative pronouns цей and той.

f. The locative case of possessive adjectives

g. The preposition по and the locative

h. Telling time in Ukrainian:

1. How Ukrainians in America tell time

2. How Ukrainians in Ukraine tell time (may be omitted)

i. Telling time in minutes

j. The preposition О and the locative case

Lesson 20 - a. Basic sentences and vocabulary relating to celebrating Ukrainian holidays in America

b. Learning the names of the months of the year in Ukrainian

c. Dates expressed in the genitive case

d. Expression of Time

e. The future tense:

1. The simple future

2. The compound future

Lesson 21 - a. Basic sentences and vocabulary relating to one's state of health

b. The dative of personal pronouns and possessive adjectives

c. The formation of adverbs from adjectives

d. The dative with impersonal expressions

e. Ukrainian verbs taking the dative case

f. The dative case of nouns

g. Impersonal verbs and expressions

h. Asking and stating age

Lesson 22 - a. Basic sentences and vocabulary relating to writing of exams and school subjects

b. The instrumental case of nouns

c. The instrumental case of personal pronouns

d. The uses of the instrumental case

e. Prepositions followed by nouns in the instrumental case

f. Verbs requiring the Instrumental case

g. Expressing a complement in the nominative or instrumental case

h. The instrumental of time

i. The instrumental case of nouns

j. The instrumental case of adjectives

3. Authors

Four short stories to be selected from Zoloti Vorota (The Golden Gates) or from Readings in Ukrainian Authors, Part I.

January-March

1. Grammar

Lesson 23 - a. Basic sentences and vocabulary relating to school routine

b. Review of the nominative and genitive plural

c. The genitive case of demonstrative pronouns

d. The genitive case of possessive adjectives

e. A review of the uses of the genitive case

Lesson 24 - a. Basic sentences and vocabulary relating to the parts of a car

b. Pattern drill reviewing nouns in the Instrumental case

c. Reflexive verbs ending in "-ся".

d. The use of reflexive pronouns

e. Reflexive verbs

f. The Instrumental case of adjectives and nouns

g. Idiomatic expressions using the instrumental case

h. The Instrumental case of possessive adjectives

i. Time expressions with the instrumental plural

Lesson 25 - a. Basic sentences and vocabulary relating to doing homework

b. Dialogues relating to swimming and water sports

c. The aspects of Ukrainian verbs

d. The formation of the perfective from the imperfective:

1. Adding a prefix to the Imperfective verb
2. Changing the respective suffixes
3. Omitting the letters -ува- or -ва- and changing the stress
4. Using verbs with different roots or stems

2. Authors

Two short stories and some poetry to be selected from Zoloti Vorota or from Readings in Ukrainian Authors, Part I.

April-June

1. Grammar

Lesson 26 - a. Basic sentences and vocabulary relating to helping around the home

b. The formation of the imperative form of imperfective and perfective verbs:

1. After consonants and after "Р" if ending is stressed
2. After vowels
3. After labials, sibilants, and "Р" if ending is not stressed
4. After dentals if the ending is not stressed

c. Definite and indefinite forms of verbs of motion and carrying

d. Verbs of carrying:

1. носити, нести, понести
2. возити, везти, повезти

e. Verbs of leading, водити, вести.

Lesson 27 - a. Basic sentences and vocabulary relating to family and relatives

b. The formation of the conditional tense

c. Verbs of motion with the prefixes "при", "від"and "ви-"

d. Verbs of lying, sitting and standing

e. Verbs of teaching, learning and studying

f. Verbs of placing and putting

g. Verbs of running, flying and swimming

h. Review of prepositions of position and motion

Lesson 28 - a. Basic sentences and vocabulary relating to Ukrainians in America

b. Comparative and superlative degrees of adjectives

c. Comparative and superlative degrees of adverbs

d. The verbal prefixes "по-", "про-" and "за-"

e. Declension of adjectives expressing quantity

f. Declension of Cardinal numbers (like nouns)

g. Declension of Ordinal numbers (like adjectives)

h. Collective numerals formed from cardinals and declined like nouns

i. Declension of numerals "обидва, обидві" - both

j. The reflexive pronoun "себе" and the intensive pronoun "сам".

2. Authors

Two short stories and some poetry to be selected from Zoloti Vorota or from Readings in Ukrainian Authors, Part I.

3. Independent Study

Each student will be required to research and prepare a project on some aspect of Ukrainian culture during the course of the year.

Course Content for Ukrainian 3.

Texts: Grammar: Conversational Ukrainian, Fifth revised edition, by Yar Slavutych. Edmonton, Gateway, 1973.

Novel: Hraye Synye More (The Blue Sea Plays) by Stanislav Telniuk. Toronto, Knyho-kliub, 1972.

Play: Suyeta (Vanity) by Ivan Karpenko-Karij, 1904. Toronto, Ukrainian Teachers' Committee, 1974.

Short Stories: Dzvony (The Bells) by Bohdan Lepkyj

Podarunok na imenyny (The Birthday Gift) by Mykhailo Kotsiubynskyj

Stara Hazeta (An Old Newspaper) by Ivan Kernytskyj

The text Conversational Ukrainian is used as a basic grammar text covering lessons 51-72. In these lessons all points in advanced Ukrainian grammar are covered. Each lesson has the following features:

1. dialogue - to be read in unison and individually by the class;
2. reading - based on some aspect of Ukrainian history, geography, literature or art;
3. Ukrainian idioms and simplified grammar to be explained in class and studied at home for a follow-up test;
4. homework - consisting of memorization of idiomatic expressions and translation from English to Ukrainian only;
5. vocabulary

Advanced Level Course in Ukrainian

Aims of the Course

1. To treat language as a skill and as an art more than as a subject. Rather than be grammar-orientated, the course should have a more dynamic approach through a study of structures of speech.

2. To emphasize oral work in all phases of the program.

3. To place emphasis on the refinements of advanced Ukrainian and on precise writing ability and to provide students with the opportunity to study elementary stylistics.

4. To attain a logical fusion of the oral and written aspects of the course.

5. To emphasize the study of authors as literature, not as an extension of the grammar course.

6. To encourage independent work at the advanced level, including a seminar approach to language, literature and culture.

7. To expose students to the varieties of spoken Ukrainian and dialects.

A. Language

1. Aural comprehension

To include exercises in understanding Ukrainian spoken at normal speed and various stylistic levels, best exemplified by listening to (and answering written and oral questions on) Ukrainian plays, dialogues, proverbs, fables, anecdotes, news bulletins, etc.

Students should be made aware of the existence of differences in Ukrainian speech in the various parts of the world. Such differences should be presented objectively.

2. Oral expression

To develop the ability to converse at normal speed using high-frequency vocabulary and sentence structures. Such conversation should avoid as much as possible the set patterns (fostered by grammar exercises) in which the answer is merely a copy of a structure with only a change in person, tense, number, etc. Such emphasis is essential in the lower grades but more creative oral situations should be provided at the Ukrainian 3 level. If drill exercises are considered necessary they should be dealt with by the use of mechanical devices in the classroom or in the language laboratory. Automatic responses can and should be built up in this way. Techniques of debates, television and radio games would be helpful in encouraging more independent expression. This could in many instances lead to an understanding of cultural features; their significance and "raison d'etre".

3. Language Study

(a) GRAMMAR

The teacher should emphasize Ukrainian as a skill by a dynamic approach, through a study of speech structures, rather than by drill of grammatical precepts. Grammar should be treated as a means of achieving expression in Ukrainian, not as an end in itself. All major points of grammar in the pre-Ukrainian 3 course

should be reviewed.

(b) TRANSLATION

From English to Ukrainian only. The exercises should enable students to acquire an active knowledge of common, everyday vocabulary. This vocabulary should be used meaningfully in sentences emphasizing basic grammatical structures.

(c) FREE COMPOSITION

Some of it should be based on intensive and extensive reading; some should stress imaginative and creative writing. This should be limited to short paragraph answers to specific authors' questions. The students should be taught that the essential aims of this work are logical organization, terseness and clarity.

B. Literature

1. Intensive Reading - reading in depth.

It is recommended that a total of about 160 pages of authors (novel, play, short stories and poems) be prescribed for intensive study from the point of view of form as well as content.

Analysis of subject, plot, characters; elucidation of author's intent; the work as an artistic whole: examination of the author's use of words, his imagery, stylistic devices, etc. There should be some attempt to "situate" the author in time and milieu.

Students should be encouraged to take notes on what they read, clearly established as to categories, and to look at a text as critically as possible.

Teachers will need an anthology of poetry with suitable annotations and suitable instructions for conducting the class in Ukrainian.

2. Extensive Reading - reading in breadth.

Logically this should be an extension of the intensive reading. Other short stories by authors studied intensively could be read, and novels, parts of which are being studied intensively should be read extensively in their entirety. The student's effort and success in extensive reading should be a factor in determining his term mark. The phase of the work will not be tested on formal departmental examinations. Some class time should be devoted to a discussion in Ukrainian of the extensive reading students are doing, which should be a minimum of 150 pages.

Suggestions For Teaching In Depth

Note that items 1-4 deal with parts of the work prescribed for examination purposes.

1. More emphasis could be placed on free composition, involving topics based on the prescribed texts as well as other subjects. Oral discussion, leading to blackboard synopses and outlines, could precede and prepare the way for written compositions which might be given as assignments.
2. More attention could be given to the study of the salient features of plot, characters and milieu of the prescribed author's text. Question designed to elicit comprehensive answers, containing information drawn from various parts of the text, should supplement those dealing with isolated details.
3. More time could be spent on listening, comprehension and oral work.
4. More attention could be given to sight passages, not only from

the point of view of comprehension, but also of word study and idiom.

5. If class sets are used for supplementary reading, some school time could be devoted to discussion and checking of such work. In the event of a variety of texts being used, an occasional period might be spent in having students write individual synopses of the books used.
6. Some time could be spent on a study of culture and civilization.
7. Radio programs could be used.
8. Teachers of Ukrainian are encouraged to read some poetry with those students who would profit from such an extension of the course.

September-December

1. Grammar

Lessons 51-58

During the first week or two all major points of grammar in the pre-Ukrainian 3 course should be reviewed. The reading of selected passages or articles should also be included.

(a) Dialogues should be read and learned and assimilated in conversations.

(b) Idiomatic expressions (vyslovy) in each lesson are to be memorized.

(c) The precise meaning of preposition and prepositional phrases should be learned.

(d) Learn the orthographic differences between Ukrainian in America and Ukrainian in Ukraine today.

(e) Review aspects of verbs.

2. Authors

(Hraye Synye More)

(a) The novel will be divided into parts to be read intensively and extensively.

(b) Assignments on various literary aspects of the novel are to be done at regular intervals.

(c) Discuss the historical background of the novel.

(d) Analysis of the subject, plot, characters, elucidation of author's intent, theme, message, use of words and stylistic devices.

January-March

1. Grammar

Lessons 59-65

(a) Dialogues should be read, learned and assimilated in conversations.

(b) Readings based on the history of Ukrainian literature should be read. Short precis may be made and questions answered orally.

(c) Idiomatic expressions used in each lesson are to be memorized.

(d) The precise meaning of prepositions and prepositional phrases should be learned.

(e) Review the use of impersonal verbs and sentences.

2. Authors

Suyeta (Vanity)

(a) Play should be read with short parts being acted out.

(b) Written assignments and discussions on the author's language, theme, plot, characterization, stylistic devices and humour.

Supplementary Reading

One book to read from the Ukrainian collection in the library and a book report should be submitted before the end of the course.

April-June

1. Grammar

Lessons 66-72

(a) Dialogues should be read, learned and assimilated in conversation

(b) Idiomatic expressions used in each lesson are to be memorized.

(c) The precise meaning of prepositions and prepositional phrases should be learned.

(d) The rules of Ukrainian punctuation should be learned.

2. Authors

Short Stories: Dzvony (The Bells) by B. Lepkyj

Podarunok na imenyny (The Birthday Gift) by M. Kotsiubynskyj

Stara Hazeta (An Old Newspaper) by I. Kernytskyj

(a) Discuss the short stories as regards to theme, stylistic devices, figures of speech, character, imagery, mood, author's intent and message.

(b) Discuss in depth the impressionistic style characteristic of Kotsiubynskyj's short story.

(c) One written assignment must be submitted on one of the above short stories.

Supplementary Activities

1. Visits to Ukrainian Museums, libraries and cultural institutions.
2. Students should be notified about Ukrainian films, plays, concerts, exhibitions and poetry or literary evenings which take place during the school year and they should be encouraged to attend them.
3. Ukrainian films, records and radio programs should be utilized.
4. Interesting and stimulating speakers and public figures in the Ukrainian community may be invited to speak to the class.
5. The students should be encouraged to form a Ukrainian students club which would organize interesting social and cultural activities in the school.
6. The teacher should inform students of new Ukrainian books and records as they appear on the market.

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